

Exploring Expository Text

Lesson Preparation

Daily Lesson 6	READING	
	TEKS	Ongoing TEKS
	E1.Fig 19A E1.12A,D E1.15Ci-ii	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. Credibility of sources affects reliability of information. <p>— How does making connections to a text impact understanding?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Media 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Teacher Reader's Notebook (1) Video clips for the same current event, but intended for different audiences. Expository text of the same current event in videos (class set) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 03 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select short video clips covering the same current event, but are intended for different audiences. Select an expository text for the same current event. Refer to Teacher Resource: English I Unit 03 Writing Appetizer – Prepare accordingly. 	
Background Information	The Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media."</i>	
Teacher Notes		

Daily Lesson 6	READING
Duration and Objective	<p>Suggested Duration: 50 min.</p> <p><u>Content Objective</u>: Students compare, contrast, and evaluate media and expository texts covering the same topic.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Introduce the topic of the current event for the Daily Lesson. 3. Students Quick Write in the Reader's Notebook everything they know about the topic. Ask: What was the main source of your information? Discuss responses. 4. Distribute copies of the expository text for current event and allow sufficient time for students to scan the text. 5. Present each video clip. Pause after each and brainstorm with students the intended audience of the clip. As a class, brainstorm the differences in content and style between the different videos. Ask: What factors might have caused these differences? Discuss responses. Ask: How does the video's tone and formality reflect the audience? Discuss responses. 6. Instruct students to draw a Venn diagram in their Reader's Notebook. As a class, complete the diagram for the video clips and the expository text. Notes should include content, style, tone, formality, and audience.
Learning Applications	<ol style="list-style-type: none"> 1. In the Reader's Notebook, students summarize the notes they recorded in the Venn diagram, drawing clear relationships about how audience dictates content, style, tone and formality in the media and text. Students should clearly address the differences and similarities between the media and text.
Closure	<ol style="list-style-type: none"> 1. Ask: What is the difference between reading a friend's Facebook post about a current event and watching the nightly news about the same event? Discuss responses.